



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Gorham Middle School

SAU: Gorham School Department

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2011-2012 NCLB Report Card



School: Gorham Middle School
SAU: Gorham School Department
Grade: 06



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	196	194	99	74	74	68	10	63	22	4	192	2	
	2010-2011	216	214	99	81	81	72	14	68	18	1	211	3	1
Female	2009-2010	90	89	99	76	76	74	15	62	22	1			
	2010-2011	119	117	98	84	84	76	16	68	15	1			
Male	2009-2010	106	105	99	71	71	63	7	65	22	7			
	2010-2011	97	97	100	78	78	68	10	68	21	1			
Caucasian/White	2009-2010	187	185	99	74	74	69	11	63	22	4			
	2010-2011	210	208	99	81	81	73	14	67	18	1			
African American/Black	2009-2010	5	5	100			47							
	2010-2011	2	2	100			52							
Hispanic	2009-2010	0	0				62							
	2010-2011	1	1	100			67							
Asian or Pacific Islander	2009-2010	3	3	100			70							
	2010-2011	2	2	100			67							
American Indian or Native Alaskan	2009-2010	1	1	100			56							
	2010-2011	1	1	100			65							
Economically Disadvantaged	2009-2010	46	46	100	54	54	56	2	52	39	7			
	2010-2011	45	43	96	58	58	60	14	44	37	5			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	33	33	100	39	39	29	<1	39	48	12			
	2010-2011	37	36	97	42	42	33	3	39	53	6			
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	3	2	67			46							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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School: Gorham Middle School
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Grade: 07



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	196	193	98	73	73	69	10	63	24	3	191	2	
	2010-2011	201	200	100	78	78	66	14	64	20	3	197	3	0
Female	2009-2010	107	105	98	81	81	76	13	68	17	2			
	2010-2011	93	93	100	84	84	73	20	63	14	2			
Male	2009-2010	89	88	99	64	64	62	7	57	33	3			
	2010-2011	108	107	99	72	72	59	7	64	24	4			
Caucasian/White	2009-2010	189	187	99	74	74	69	11	63	24	3			
	2010-2011	188	187	99	78	78	67	14	64	19	3			
African American/Black	2009-2010	5	4	80			53							
	2010-2011	3	3	100			43							
Hispanic	2009-2010	1	1	100			60							
	2010-2011	1	1	100			52							
Asian or Pacific Islander	2009-2010	1	1	100			77							
	2010-2011	4	4	100			64							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	1	1	100			61							
Economically Disadvantaged	2009-2010	42	40	95	63	63	57	5	58	28	10			
	2010-2011	47	46	98	61	61	52	4	57	33	7			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	32	32	100	31	31	28	<1	31	56	13			
	2010-2011	29	29	100	48	48	25	<1	48	38	14			
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				40							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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School: Gorham Middle School
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Grade: 08



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	230	229	100	72	72	68	19	52	23	5	225	4	
	2010-2011	198	198	100	83	83	72	26	57	15	3	196	2	0
Female	2009-2010	110	110	100	77	77	76	29	48	19	4			
	2010-2011	106	106	100	91	91	78	27	63	8	1			
Male	2009-2010	120	119	99	66	66	61	10	56	27	7			
	2010-2011	92	92	100	74	74	68	25	49	22	4			
Caucasian/White	2009-2010	226	225	100	72	72	69	20	52	24	4			
	2010-2011	190	190	100	83	83	73	27	56	15	3			
African American/Black	2009-2010	2	2	100			50							
	2010-2011	4	4	100			52							
Hispanic	2009-2010	1	1	100			57							
	2010-2011	2	2	100			67							
Asian or Pacific Islander	2009-2010	1	1	100			76							
	2010-2011	1	1	100			84							
American Indian or Native Alaskan	2009-2010	0	0				50							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	45	44	98	52	52	56	5	48	36	11			
	2010-2011	44	44	100	61	61	61	14	48	34	5			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	30	29	97	17	17	26	3	14	62	21			
	2010-2011	32	32	100	34	34	32	3	31	53	13			
Limited English Proficient	2009-2010	1	1	100			43							
	2010-2011	0	0				49							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	196	194	99	68	68	63	22	45	20	12	193	1
	2010-2011	216	215	100	78	78	64	33	45	13	10	212	3
Female	2009-2010	90	90	100	64	64	62	14	50	26	10		
	2010-2011	119	118	99	78	78	63	30	48	8	14		
Male	2009-2010	106	104	98	70	70	63	29	41	15	14		
	2010-2011	97	97	100	77	77	64	36	41	18	5		
Caucasian/White	2009-2010	187	185	99	68	68	64	22	45	19	13		
	2010-2011	210	209	100	78	78	65	33	45	12	10		
African American/Black	2009-2010	5	5	100			40						
	2010-2011	2	2	100			36						
Hispanic	2009-2010	0	0				49						
	2010-2011	1	1	100			57						
Asian or Pacific Islander	2009-2010	3	3	100			68						
	2010-2011	2	2	100			66						
American Indian or Native Alaskan	2009-2010	1	1	100			50						
	2010-2011	1	1	100			60						
Economically Disadvantaged	2009-2010	46	46	100	48	48	49	7	41	24	28		
	2010-2011	45	44	98	57	57	50	18	39	18	25		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	33	32	97	31	31	29	9	22	28	41		
	2010-2011	37	36	97	36	36	28	14	22	19	44		
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	3	3	100			39						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	196	195	99	67	67	60	25	42	18	14	193	2
	2010-2011	201	200	100	70	70	58	22	48	18	13	197	3
Female	2009-2010	107	107	100	64	64	59	18	46	22	14		
	2010-2011	93	93	100	68	68	59	17	51	22	11		
Male	2009-2010	89	88	99	72	72	61	34	38	14	15		
	2010-2011	108	107	99	72	72	58	26	46	14	14		
Caucasian/White	2009-2010	189	188	99	68	68	61	26	43	19	13		
	2010-2011	188	187	99	71	71	60	22	49	16	13		
African American/Black	2009-2010	5	5	100			35						
	2010-2011	3	3	100			29						
Hispanic	2009-2010	1	1	100			42						
	2010-2011	1	1	100			44						
Asian or Pacific Islander	2009-2010	1	1	100			72						
	2010-2011	4	4	100			62						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	1	1	100			52						
Economically Disadvantaged	2009-2010	42	41	98	44	44	46	7	37	20	37		
	2010-2011	47	46	98	54	54	44	7	48	20	26		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	32	32	100	19	19	25	6	13	31	50		
	2010-2011	29	29	100	38	38	22	3	34	24	38		
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	230	229	100	71	71	60	15	55	17	12	225	4
	2010-2011	198	198	100	66	66	59	18	48	19	15	196	2
Female	2009-2010	110	110	100	68	68	60	11	57	19	13		
	2010-2011	106	106	100	66	66	58	8	58	22	12		
Male	2009-2010	120	119	99	73	73	59	19	54	15	12		
	2010-2011	92	92	100	66	66	60	29	37	16	17		
Caucasian/White	2009-2010	226	225	100	71	71	60	16	55	17	12		
	2010-2011	190	190	100	66	66	60	19	47	19	15		
African American/Black	2009-2010	2	2	100			34						
	2010-2011	4	4	100			32						
Hispanic	2009-2010	1	1	100			48						
	2010-2011	2	2	100			49						
Asian or Pacific Islander	2009-2010	1	1	100			68						
	2010-2011	1	1	100			71						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	45	44	98	59	59	45	5	55	25	16		
	2010-2011	44	44	100	48	48	44	7	41	25	27		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	30	29	97	41	41	21	7	34	17	41		
	2010-2011	32	32	100	16	16	22	3	13	22	63		
Limited English Proficient	2009-2010	1	1	100			29						
	2010-2011	0	0				32						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Gorham Middle School
SAU: Gorham School Department
Grade: 08



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Group	Science Assessment Data																												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																
All Students																													
	2010-2011	198	198	100	72	72	71	23	49	22	6	196	2																
Female																													
	2010-2011	105	105	100	70	70	69	19	51	26	4																		
Male																													
	2010-2011	93	93	100	74	74	73	28	46	17	9																		
Caucasian/White																													
	2010-2011	188	188	100	72	72	72	24	48	22	6																		
African American/Black																													
	2010-2011	4	4	100			46																						
Hispanic																													
	2010-2011	2	2	100			59																						
Asian or Pacific Islander																													
	2010-2011	2	2	100			73																						
American Indian or Native Alaskan																													
	2010-2011	0	0				61																						
Economically Disadvantaged																													
	2010-2011	44	44	100	55	55	60	9	45	30	16																		
Migrant																													
	2010-2011	0	0																										
Students with Disabilities																													
	2010-2011	29	29	100	31	31	41	14	17	52	17																		
Limited English Proficient																													
	2010-2011	1	1	100			39																						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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School: Gorham Middle School
SAU: Gorham School Department
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 100	E: 99 M: 99	80	E: 78 M: 81	E: 69 M: 70	100	E: 99 M: 100	E: 99 M: 99	68	E: 73 M: 72	E: 61 M: 61	95	96	95
Caucasian/White	100	E: 99 M: 100	E: 99 M: 99	80	E: 79 M: 81	E: 70 M: 71	100	E: 99 M: 100	E: 99 M: 99	69	E: 73 M: 72	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 99 M: 100	E: 99 M: 99	64	E: 57 M: 62	E: 58 M: 58	100	E: 100 M: 100	E: 99 M: 99	50	E: 53 M: 52	E: 48 M: 47			
Students with Disabilities	100	E: 100 M: 100	E: 98 M: 98	42	E: 37 M: 42	E: 33 M: 30	100	E: 100 M: 100	E: 98 M: 98	25	E: 29 M: 29	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	7	15	18	1	3	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0.55

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.